Mindfulness and mindfulness training (Soloway et al. 2011) is becoming extremely popular in the UK as a positive solution to address teachers’ and students’ well-being (HEFCE Report, 2015; NUS Survey, 2015). Furthermore, recent articles published by The Guardian (January 2016) confirmed the widespread use of this practice in the workplace and expressed some caution about possible misuse of the principles and practice informing mindfulness. Whilst research on mindfulness is still in its infancy (Deci et al. 2015), it offers the potential for further development and exploration in relation to self-determination in second language learning.

Starting from its definition and traditions, I shall review research in this field and applications in second language learning and teaching. Subsequently, I shall discuss the theoretical framework and methodological parameters of a study I shall conduct with a group of language students in the autumn term. It is hoped that this first speculative theoretical paper could lead to the creation of a larger pan-European, inter-disciplinary project on this theme.

References


Keywords: mindfulness, language learning.